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# INDIANA UNIVERSITY BULLETIN

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VOL. II, NO. 4

BLOOMINGTON, INDIANA, NOVEMBER, 1904

EXTRA NUMBER


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The Bulletin is published bimonthly by the Indiana University, from the University office, Bloomington, Indiana. Entered July 23, 1903, at Bloomington, Indiana, as second-class matter, under act of Congress of July 16, 1904.

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## Prefatory Note

As an exhibit for the Louisiana Purchase Exposition at St. Louis, the University authorities published, under the editorial supervision of Professor Samuel B. Harding, a volume entitled 'Indiana University, 1820-1904: Historical Sketch, Development of the Course of Instruction, Bibliography' (Bloomington, July, 1904; pages xvi + 348). Owing to the limited number of copies printed, the distribution of this volume was confined largely to libraries and educational institutions. The first part of it is now reprinted in this number of the BULLETIN, and in subsequent issues the two remaining parts will be given. In this way it is hoped that a more general circulation will be insured for the work than was possible in its first form.



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# Historical Sketch of the University

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JUNIOR PROFESSOR OF POLITICAL ECONOMY

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Acts of the  
United States  
Government.

The Congress of the Confederation expressed its deep-seated faith in education in three separate acts. The Ordinance of 1785 reserved the sixteenth section of every township of public land "for the maintenance of public schools within the said township;" the Ordinance of 1787 declared that "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged;" and ten days later (July 23, 1787) Congress granted to the Ohio Company two entire townships of land for the support of a university. Thus was inaugurated a policy, the continuation of which made possible the early establishment of an institution of higher education in Indiana. The first action of the Federal Congress affecting immediately the founding of a university in Indiana was an act, approved March 26, 1804 — four years after the Territory of Indiana was organized — providing for the sale of public lands; among other provisions, it reserved one entire township of land, "to be located by the Secretary of Treasury, for the use of a seminary of learning" in Indiana Territory. In 1806, Albert Gallatin designated for that purpose a township in what is now Gibson County. Thereupon the territorial Legislature promptly proceeded to incorporate a university at Vincennes. The institution did not prosper, and when Indiana was admitted as a State its existence was ignored.

The enabling act of Congress authorizing the formation of a state government for Indiana contained among other items the grant of an entire township to be designated by the President of the United States, in addition to the one previously given, the title to which was to be vested in the Legislature of the State for the use of a seminary of learning.

## Indiana University

Action of the  
Constitutional  
Convention  
(1816).

The convention which framed the Constitution under which Indiana was admitted as a State accepted the grants of Congress by a solemn ordinance, passed on the twenty-ninth day of June, 1816, which contains these words: "That we do, for ourselves and our posterity, agree, determine, declare and ordain that we will and do hereby accept the propositions of the Congress of the United States as made and contained in their act" of April 19, 1816; "and we do, moreover, for ourselves and our posterity, hereby declare and ordain that this ordinance and every part thereof, shall forever be and remain irrevocable and inviolate, without the consent of the United States." The State of Indiana is therefore pledged by this ordinance to maintain inviolate the fund derived from this source, and would seem bound to cherish and sustain the institution founded with this endowment, in such a manner that the noble purpose for which this generous gift was made may not be thwarted, but may be realized to its fullest possibilities.

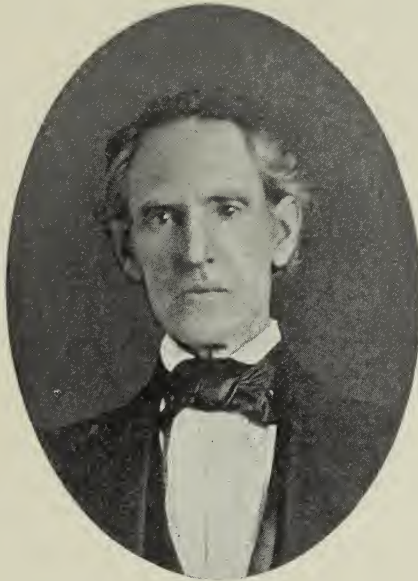
This same convention, as a further indorsement of the broad plan, declared in the Constitution (Article IX, section 2) that "it shall be the duty of the General Assembly, as soon as circumstances will permit, to provide by law for a general system of education, ascending in a regular gradation from township schools to a state university, wherein tuition shall be gratis, and equally open to all."

The circumstances of time and place being considered, these are notable words. In that day it was the accepted theory of education that elementary instruction might properly be undertaken by the State, but that higher education should be left to the control of religious denominations or to individual benevolence. No other State in the Union had then incorporated into its constitution a declaration in favor of a university open to all alike and with free tuition. When, furthermore, the social and material environment is remembered, this broad conception of education seems the more remarkable. At that time barely one-fourth of the land within the State had been purchased from the Indians and thrown open to settlement. There were but thirteen counties represented in the constitutional convention. Settlements were few and far apart. The only means of communication were the uncertain Indian trails, the rough roads, and the waters of rivers and creeks. Even the Ohio River could boast of only two or

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three small steamboats. The population of the State, all told, did not exceed 65,000. According to the accounts of this early period, the people were for the most part illiterate, impoverished and disheartened. But there were among them men whose minds, though lacking the graces and refinements of the highest culture, had a rude strength combined with acuteness and insight; they were the leaven of the lump. The members of that convention were honest, simple-hearted, unpretentious men, firm in their consciousness of the rights of the common people, clear in their sense of equity

Conditions of  
the time.



DAVID H. MAXWELL, M.D.  
Foster-father of the University.

and justice, and blessed with that saving quality called common-sense. They believed that education would most surely quicken that unresponsive mass, stimulate the people to greater activity, and inspire them with higher ideals. In that conviction and with prophetic hope they acted. It is a significant fact that the same man who drafted the clause of the Constitution excluding slavery from this State (Dr. David H. Maxwell) is also properly regarded as the "founder of Indiana University" — an institution dedicated to intellectual freedom, whose seal appropriately bears the motto *Lux et Veritas*.



# Indiana University

## STATE SEMINARY, 1820-1828

Act establishing  
a State Seminary  
(1820).

The township selected for the support of a university lay in what is now Monroe County, and was later named Perry Township—the present seat of Indiana University. It was stipulated in the Constitution that no lands intended for school purposes should be sold prior to 1820. In the first month of that year an act to establish a State Seminary was passed and received executive approval on January 20, 1820—the date now recognized by the University as Foundation Day. This act named as a Board of Trustees Charles Dewey, Jonathan Lindley, David H. Maxwell, John M. Jenkins, Jonathan Nichols and William Lowe.

Throughout its history Indiana University has been fortunate in having as trustees men who were devoted to the highest interests of the institution and to the cause of education in general. Foremost on this honorable roll should stand the name of Dr. David H. Maxwell. “During the Seminary period, while the institution was struggling for establishment, from 1820 to 1825 especially, he was not only the presiding officer of the board, but was also its executive officer and corresponding secretary, having the erection of new buildings under his supervision, carrying on a heavy correspondence with prominent men throughout the State in behalf of the institution, while having to contend with a disaffected element at home. Solely on behalf of the Seminary he solicited election to the Legislature, and from 1821 to 1826 he was a member of either the lower house (where he was once Speaker) or of the senate, and at all times he was especially interested in watching jealously the affairs of the new Seminary. In the establishment of institutions it seems that the life and services of some one man are paramount and essential. In the establishment of the Indiana Seminary Dr. David H. Maxwell was the essential man.”<sup>1</sup>

In accordance with the provisions of the law of 1820, the Board of Trustees selected for the Seminary a site in the reserved township. The location of the Seminary upon its own lands would, it was believed, greatly enhance the value of the property and would ultimately increase the revenues of the institution. Two years later the Legislature passed an act authorizing the sale of the Seminary township in Gibson County and directing the appli-

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<sup>1</sup>James Albert Woodburn, *Higher Education in Indiana* (Washington, 1891), p. 77.

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cation of the proceeds to the support of the State Seminary. In justification of this apparent confiscation of the property of Vincennes University it was alleged that the trustees of that institution had illegally sold a portion of their land and had permitted their organization to lapse. By the decisions of the Supreme Court of the United States in 1852, and of the Supreme Court of Indiana in 1854, these funds were restored to Vincennes University. In 1826 the General Assembly increased the number of members of the Board of Trustees of Indiana Seminary to nine, and one year later empowered the Board to sell all the Seminary lands with the exception of the three sections contiguous to that section on which the buildings of the Seminary were located.

The Seminary meantime was opened in 1824 under the direction of Rev. Baynard R. Hall, an alumnus of Union College and Princeton Theological Seminary. Professor Hall was for three years the only instructor, and the only subjects taught were Latin and Greek. The number of students during the first three years was, respectively, 13, 15, and 21. In his sketch of the Indiana Seminary the late Judge David D. Banta places the following estimate upon the services of Professor Hall: "The choice [of Principal] could hardly have fallen upon a worthier man. He was an excellent classical scholar and a persuasive and sometimes eloquent preacher. As a teacher, he was enthusiastic, faithful and painstaking."<sup>1</sup> He entered into the pioneer life of the day with sympathy, but saw its rude and often ludicrous side. Under the pseudonym "Robert Carlton" he published in later life (1846) an entertaining account of his experiences, entitled 'The New Purchase, or Early Years in the Far West.'

The Seminary opened (1824).

In 1828 it was deemed advisable to appoint another instructor to teach mathematics and such of the natural sciences as were considered of "sufficient importance to engage the attention of aspiring youth." John H. Harney, an alumnus of Miami University, was selected to fill this position. The election of Professor Harney elicited from local politicians and other dissatisfied persons a protest to the General Assembly, in which were alleged extravagance and careless and sectarian management. Dr. David H. Maxwell, the president of the Board of Trustees, reported to the Legislature that the salary of Professor Hall was \$250 per year, and that the only

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<sup>1</sup>Theophilus A. Wylie, *Indiana University* (1890), p. 43.

## Indiana University

subjects taught were Latin and Greek. This evidence, together with other statements, seemed to satisfy the Legislature of the economy of management, for it took no action against the Seminary.

Even before the manifestation of dissatisfaction just mentioned, the General Assembly had appointed (January 26, 1827) a Board of Visitors consisting of the Governor, the Lieutenant-Governor, the Judges of the Supreme Court, and nineteen other distinguished men. They were required to visit the school, inspect its records and accounts, examine the students and report to the General Assembly, embodying in their report "any recommendations they may think proper to make of such measures within the competency of the Legislature as may tend to sustain, foster and improve the Seminary aforesaid." In November of the same year the Board of Visitors made its first visit. It reported that "there was but one opinion among the visitors—that more ability to teach was exhibited by the professors and apparent proficiency by the scholars than ever before witnessed on a similar occasion."

Upon this favorable report and the specific recommendations of the Board of Visitors, the President of the Board of Trustees and Governor Ray, the General Assembly proceeded, by an act approved January 24, 1828, to raise the Seminary to the rank of a college. From the Seminary period "no records remain of classes; no records even of names of students in attendance. But the few old men yet living who were students during Seminary times all speak in glowing terms of the activity of the professors and the application of the students."<sup>1</sup>

### INDIANA COLLEGE, 1828-1838

Act establishing  
the Indiana Col-  
lege (1828).

By the act of January 24, 1828, the "Indiana College" was established for the education of youth in the "American, learned and foreign languages, the useful arts, sciences and literature." The new institution was given authority to confer "such degrees in the liberal arts and sciences as are usually granted and conferred in other colleges in America." The Board of Trustees was increased to fifteen members, and they were empowered to fill vacancies in their own number. Provision was made for a Board

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<sup>1</sup>Judge D. D. Banta, in Theophilus A. Wylie's *Indiana University* (1890), pp. 45-6.

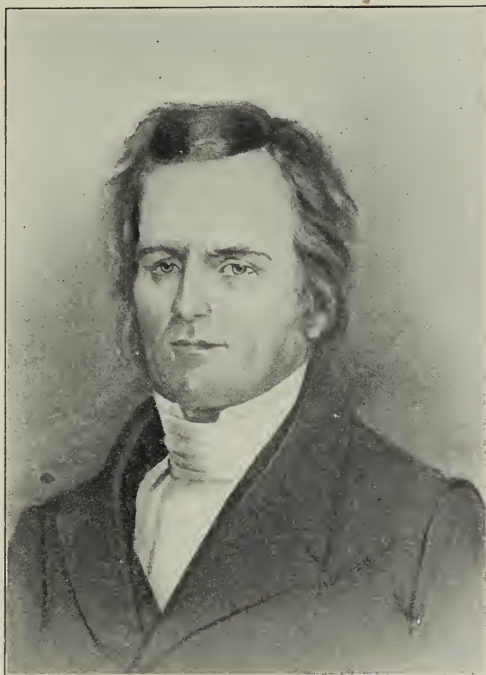


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of Visitors consisting of five persons. Freedom of religious opinions was guaranteed to professors and students, and the teaching of sectarian principles was forbidden.

For the responsible work of organizing and developing the new college the Board of Trustees chose Rev. Andrew Wylie, D.D., at that time President of Washington College, Washington, Pennsylvania. At the age of twenty-one Mr. Wylie was graduated from Jefferson College, Canonsburg,

Dr. Andrew  
Wylie elected  
President  
(1829).



ANDREW WYLIE, D.D.  
President of the University, 1829-51.

Pennsylvania, and immediately appointed a tutor in his alma mater. About a year later he was elected President of that institution; and in 1817 he was made President of Washington College. In these positions he displayed marked abilities as an administrator and a teacher.

The effect of Dr. Wylie's election to the presidency of Indiana University, together with the change in the rank of the institution, was soon appar-

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Other members  
of the Faculty.

ent in an enlarged faculty, an expanded curriculum, added buildings and an increased number of students. Dr. Wylie, in addition to his duties as President, gave instruction in moral and mental philosophy, political economy and polite literature. Rev. Baynard R. Hall, the former Principal of the Seminary, was retained as professor of ancient languages; while Professor John H. Harney occupied the chair of mathematics, natural and mechanical philosophy, and chemistry. Mr. W. H. Stockwell was superintendent of the Preparatory Department, which was established in 1829 because the secondary schools of the State were inadequate to prepare students for entrance to the College.

When the first College catalogue was published in 1831, there were 60 students in attendance. In the following year, owing to the existence of some trouble in the Faculty and among the students, Professors Hall and Harney resigned, and the number of students fell off, but recovered quickly in the next year. To fill the vacancies in the Faculty, Ebenezer N. Elliott, a graduate of Miami University, was appointed professor of natural philosophy and chemistry, and Beaumont Parks, a graduate of Dartmouth College, professor of languages. In 1836 Professor Elliott resigned to accept the presidency of Mississippi College. The following appointments were then made: James F. Dodds, an alumnus of Indiana College, as professor of mathematics; Augustus W. Ruter, an alumnus of Augusta College, Ky., as professor of Greek and French; William R. Harding, a graduate of Trinity College, Dublin, as principal of the Preparatory Department; and (in 1837) Theophilus A. Wylie, a graduate of the University of Pennsylvania, as professor of natural philosophy and chemistry.

The character of the students of that period is thus described by Dr. T. A. Wylie, whose connection with the institution was long and intimate: "Many of the students were young men brought up on farms, and used to hard work. They came to Bloomington, generally on their own resources, depending on money they had earned or borrowed. It was not unusual for students to attend to their studies for a year and then absent themselves for the same length of time in order to earn money by teaching or otherwise, and to return to complete their college course. Out of this kind of material have many of the graduates been made, who have done honor to their alma mater and their country."

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In 1836 a new and more commodious building was completed for the College. It has been described as resembling "an old-fashioned New England cotton mill," but it at least furnished additional space for actual work.

### INDIANA UNIVERSITY, 1838-1904

The importance of the College, the growth of the State, and the need for instruction in the professions of law and medicine induced the General Assembly in 1838 to enlarge the scope of the institution and to transform it into a university. By an act of February 25, 1838, Indiana College became the Indiana University, with authority to grant additional degrees in law and medicine. The Board of Trustees was to consist of the Governor of the State and twenty-one other members; but three years later the number was again reduced to nine.

Act establishing  
the Indiana Uni-  
versity (1838).

Dr. Wylie continued as President of the enlarged institution, and exhibited during his administration still greater power as an executive. But for two or three years the University did not make much progress. In 1839 the Faculty consisted of three members, including the President; and in the following year there were but 64 students. The year 1840 proved a turning point in the University's history. In that year was erected another building adapted to the use of the Department of Natural Philosophy and Chemistry. Lieutenant Jacob Ammen, a graduate of West Point and at that time professor of mathematics in Jefferson College, Mississippi, was appointed professor of mathematics in Indiana University; and John I. Morrison, an alumnus of Miami University, was made professor of languages. Professor Ammen organized a Military Department, which, however, was discontinued soon after his resignation in 1843. By that year the number of students had increased to 115. Upon the resignation of Professors Ammen and Morrison in 1843 their places were filled respectively by the appointment of Professors Alfred Ryors and Daniel Read, both of Ohio University.

After several ineffectual attempts a Law School was established in 1842 by the election of Judge David McDonald as professor of law. Under Judge McDonald and his successors the law school prospered for many years, and added materially to the number of students in attendance. During the last ten years of Dr. Wylie's administration the University enjoyed

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a high degree of prosperity. The Faculty and the Board of Trustees acted in harmony; outside interference ceased; and the institution commanded more and more the respect and confidence of the public.

Death of President Wylie (1851).

Dr. Wylie's long and successful administration ended with his death on November 11, 1851, from an attack of pneumonia. His place in the history of the institution is thus summed up:

"Dr. Wylie's services to Indiana in the capacity of first president of her University, are not easily estimated. As a class-room instructor he disciplined the minds and molded the characters of young men for useful service in the State. By his personal power he attached every student who had received the benefit of his tuition, to the welfare of the University. As a public educator and lecturer, and as a man among the people, he performed an enormous amount of labor in making known to the citizens of the State, and of other States as well, the advantages of higher education. He thus popularized the University and gave it strength in its appeals for legislative support."<sup>1</sup> That he had great magnetic force is shown by the fact that when he came to Indiana College he was followed by many young men from Pennsylvania and Virginia who had come under his influence while he was teaching in the East; during his entire presidency there was a large attendance at the University of men from the South, even from the Gulf States. Dr. Theophilus Parvin, formerly professor in Jefferson Medical College of Philadelphia, and a pupil of Dr. Wylie, assures us "that the students of Dr. Wylie are guilty of no blind idolatry, or no idolatry at all, when they declare that in ability he was one of the first men in all the country." It is interesting to have estimates of his character from his co-workers in the Faculty. Judge David McDonald, professor of law, in speaking of him, used the following language: "Andrew Wylie was a man of truth. He was so not merely because of his views of policy, but because he loved the truth. In thought, in word, in action, he was truthful; and no man during a long life ever pursued the truth with more unwearied search through all the fields of learning and science." Professor T. A. Wylie gives the following estimate: "He had many strong friends, and there were also some bitterly opposed to him. Those intimately acquainted with him will not find it difficult to account for this trait of

<sup>1</sup>J. A. Woodburn, *Higher Education in Indiana*, p. 80.



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character. He was tolerant and patient to a fault of everything but meanness and duplicity. A person in whom he had no confidence he would keep at arm's length, and although policy might dictate an opposite course he would hardly treat one thus regarded with common courtesy. He would never, to use his own expression, 'throw a sop to Cerberus.' On the other hand, to those in whom he had confidence, no one was more affable. There was sometimes, however, an apparent want of civility, a brusque manner." This was due, our authority informs us, to his habit of so concentrating his thought upon the subject in mind that he scarcely noticed any one or anything else.

Such was the character of the man who shaped the University during its formative period and touched the lives of young men as if with a magic wand, arousing within them aspirations for scholarship, truth and service. The list of alumni of this period is illumined with the names of James S. Rollins, founder of the University of Missouri and prominent in the politics of that State; James Wilson Dunn, lawyer, business man, Lieutenant-Colonel of volunteers; William McKee Dunn, lawyer, Congressman, brevet Brigadier-General and Judge Advocate General of the United States Army; Andrew Wylie, Justice of the Supreme Court of the District of Columbia, 1863-1884; James Darwin Maxwell, physician and member of the Board of Trustees of Indiana University, 1860-1892; Parker Campbell, banker, sugar planter, and Major in the Confederate Army; John S. Watts, Chief Justice of the Territory of New Mexico; William Mitchell Daily, President of Indiana University, 1853-1859; Addison Locke Roache, Judge of the Supreme Court of Indiana; Joseph A. Wright, Governor of Indiana, 1849-1857, United States Senator from Indiana, and Minister to Prussia; George Grover Wright, Chief Justice of the Supreme Court of Iowa, United States Senator from Iowa, 1871-1877; Richard Taylor Allison, lawyer, Paymaster in the United States Navy under Commodore Perry in his expedition to Japan in 1854, and later Paymaster in the Marine Corps of the Confederate States; William Alexander Parsons Martin, missionary, diplomatist, President of the Imperial College, Peking, author and translator, and mandarin of the third rank; Russell Bigelow Abbott, President of Albert Lea College, Minnesota; Theophilus Parvin, professor in Jefferson Medical College, Philadelphia, and a noted medical author; Michael Steele Bright, lawyer and

Some Alumni of  
this period.



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banker; John Henry Wise, Deputy Collector of the port of San Francisco, wool and commission merchant; George D. Wise, lawyer and statesman; Obadiah Jennings Wise, editor of the Richmond (Va.) Enquirer, Captain in the Confederate Army; John James Wise, physician and Captain in the Confederate Army. To this list might be added the names of many others, who won distinction in law, medicine, education or business, or in humbler walks spent their lives in the service of their fellow-men, true to their youthful ideals.

The Constitution of Indiana adopted in 1851 does not expressly refer to Indiana University as a State institution, but it does declare that "all trust funds held by the State shall remain inviolate, and be faithfully and exclusively applied to the purpose for which the trust was created." At the first session of the General Assembly under the authority of the new Constitution, the University was explicitly "recognized as the University of the State." (Act of June 17, 1852.) In 1852 the Federal Government made an additional grant of 4,166 acres for the use of the University; this yielded in time about \$10,000, but the proceeds were not immediately available.

The vacancy caused by the death of President Wylie in November, 1851, was not immediately filled by the Board of Trustees, and for that school year Professor Daniel Read and later Professor Theophilus A. Wylie acted as President. The permanent position was first tendered to Dr. John H. Lathrop, Chancellor of Wisconsin University, and upon his declination a similar offer was made to the eminent educator, Henry Barnard of Connecticut. Owing to a carriage accident Dr. Barnard was compelled to decline the invitation, and Rev. Alfred Ryors, D.D., who had been professor of mathematics in 1844-48, and was now President of Ohio University, was elected to the office.

Presidency of  
Dr. Alfred Ryors  
(1852-53).

Dr. Ryors began his administration under inauspicious conditions. The University was involved for a number of years in the suit with Vincennes University over the Seminary lands in Gibson County, which terminated adversely to Indiana University. The decision of the Supreme Court of the United States threatened to curtail the revenues of the institution, and the number of students declined. Still more discouraging and annoying to President Ryors was the presence of a disaffected and intriguing element

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in the Faculty and Board of Trustees. So great was the disappointment of Dr. Ryors that within six months after his coming he tendered his resignation, but upon the earnest request of the President of the Board he withdrew it. The situation, however, did not improve, and at the end of his first year he again presented his resignation, which was then accepted. Dr. Ryors was a man of fine attainments and had been very successful both as a disciplinarian and as an instructor, in the position of President of Ohio University. His presidency of Indiana University was too brief and was begun under circumstances too unfavorable to leave the permanent impression which was properly anticipated from a man of his talents.

The only important change made during his administration was the establishment of a Normal Department under the management of Professor Read, which was discontinued after Professor Read's resignation in 1856.

Rev. William Mitchell Daily, D.D., an alumnus of the class of 1836, was next chosen President, which position he filled from 1853 to 1859. Under his presidency the University progressed favorably, until a disastrous fire in April, 1854, completely destroyed the main building, the University library of 1,200 volumes, and the furnishings and libraries of the students' literary societies. This was a severe blow to the institution; but the loss of material equipment was more than compensated for by the zeal and loyalty of the students, alumni, Faculty, Board of Trustees, and citizens of Bloomington. The Board of Trustees within three weeks appointed a building committee. The people of Bloomington and Monroe County subscribed \$10,000. A sale of scholarships was authorized by the Board, and the subscriptions were made convertible into scholarships which entitled the holders to free tuition. Money was borrowed, and a new building was ready for use in 1855. The nucleus of a new library was acquired through liberal donations of books from Mr. Henry W. Derby, a bookseller and publisher of Cincinnati, and from Mr. W. H. Jones, of Ft. Wayne.

In 1856 the Federal Government donated to the University about 22,000 acres of land in this and in other States to make up the loss occasioned by the decision of the United States Supreme Court in respect to the Gibson County lands. Thus the financial basis of the University was made more solid, and the material equipment enlarged and modernized. At the same time the inner life of the institution was enriched by the coming of two

Presidency of  
Dr. William M.  
Daily (1853-59).



THE OLD COLLEGE (ERECTED 1855)

The only building now standing on the old college campus. Since 1897 the property of the city of Bloomington, and used for the Bloomington High School.



## Historical Sketch

men who for nearly thirty years gave their services and the inspiration of their lives to the University. In 1854 Elisha Ballantine, of Ohio University, came to Indiana University as professor of mathematics; two years later, upon the resignation of Professor Read, he was transferred to the professorship of languages. At the same time Daniel Kirkwood, then President of Newark College, Delaware, was made professor of mathematics.

In the resignation of Professor Daniel Read, to accept the professorship of ancient languages in Wisconsin University, Indiana University suffered a loss. Dr. Read was an excellent scholar, a superior teacher and a man of practical affairs. His energy and diplomacy were of great value during the dark days of the early fifties. He was a member of the Constitutional convention of 1850-51, and took an active part in the deliberations of that body, especially upon all questions relating to education.

Dr. Daily was untiring in his efforts in behalf of the University. He was much liked by the students on account of his kindly disposition and his interest in their welfare. But because of some untoward circumstances, resulting in a trial in an ecclesiastical court, in which charges were brought against Dr. Daily, and a popular clamor excited, which he feared might be injurious to the University, he handed in his resignation January 27, 1859, which was accepted. During the remainder of the college year Professor T. A. Wylie again served as temporary President.

In this period another change should be noted in the law governing the number and appointment of Trustees. In 1855 the number of members of the Board was reduced to eight—the present number—and the power to fill vacancies in their body, which they had had from 1838, was taken away and vested in the State Board of Education.

In 1859 Dr. Lathrop was again offered the presidency of Indiana University, and this time accepted, although he occupied the office but one year. With the exception of an increase in the number of professors and tutors no important changes were made during that time. In 1860 Dr. Lathrop resigned to accept a professorship in Missouri University, of which institution he had been the first President, from 1840 to 1849.

Dr. Cyrus Nutt was elected President in 1860, and at once took up the duties of the office. His formal inauguration occurred on June 7, 1861, at which time Governor Oliver P. Morton delivered the address of investiture.

Presidency of  
Dr. John H. Lathrop (1859-60).

## Indiana University

Presidency of  
Dr. Cyrus Nutt  
(1860-75).

The outbreak of the Civil War inevitably reacted disastrously on the growth of the University in President Nutt's administration, as is seen in the record of attendance. In 1860 the number of students enrolled, exclusive of those in the law and preparatory departments, was 99; in 1861 it rose to 112; in 1863 it fell to 67. After the close of the war, the ground lost was steadily recovered, and by 1869 the number of students had risen to 182.

One of the first questions to occupy the attention of President Nutt and the Board of Trustees was the disposition to be made of Indiana's portion of the public lands granted to the several States, by an act of Congress of July 2, 1862, for the establishment of "Colleges for the benefit of agriculture and the mechanic arts." Indiana received as her share of this donation the land scrip of 390,000 acres, from which was realized by sale and by careful management of the proceeds about \$340,000. Three propositions for the use of this trust fund were considered by the Legislature: (1) the endowment of agricultural departments in some five of the leading colleges of the State, including a central institution of research at Indianapolis; (2) the founding of a separate agricultural college; (3) the establishment of an Indiana State Agricultural College in connection with Indiana University. Dr. Nutt and the friends of the University labored zealously for the adoption of the third plan. The claim of Indiana University would probably have been stronger if the Board of Trustees had previously established an agricultural department, which they had authority to do under an act passed by the Legislature in 1852. All arguments, however, were overpowered by the generous gift of \$150,000 by John Purdue of Lafayette, and donations of \$50,000 by Tippecanoe County and 100 acres of land by the town of West Lafayette, conditioned upon the location of the institution at West Lafayette.

However, at about this time Indiana University received an indorsement from the State Legislature which was full of significance. Prior to 1867 the University had received no money from the treasury of the State. In that year an important innovation was made. The General Assembly, recognizing that the "endowment fund of the State University" was "no longer sufficient to meet the growing wants of education and make said University efficient and useful," and believing that "it should be the pride



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of every citizen of Indiana to place the State University in the highest condition of usefulness, and make it the crowning glory of our present great common school system," appropriated \$8,000 to the use of the University, and in 1873 increased the amount of the annual appropriation to \$15,000.

The most important innovation during this period was the admission of women to all the rights and privileges of the University on equal terms with men. Hon. Isaac Jenkinson, then a member and now President of the Board of Trustees, had advocated this change for several years, but for some time he had stood alone. In the year 1867 Miss Sarah Parke Morrison, without any knowledge of the discussion upon the subject within the Board of Trustees, presented a petition to that body requesting that the privilege of attendance at the University be granted to women. This brought the question to a focus, and by a vote of four to three the petition was granted. Miss Morrison entered the University the next fall, and was graduated with the class of 1869. To Mr. Jenkinson is due the credit for this advanced step. At that time no other State University had adopted the system of co-education; although Oberlin University and two other institutions of collegiate rank were committed to such a policy, Indiana University was, among the State Universities, the pioneer in this movement.

Admission of  
Women to the  
University  
(1868).

In 1868 the Military Department of the University was revived under the control of Major-General Eli Long, who began his work in 1869. In the following year he was recalled by the War Department, and Colonel James Thompson was appointed professor of military science and engineering. For two or three years considerable interest was shown in military training; but on account of the time required and the inconvenience to many students their zeal declined and greater emphasis was put upon the civil engineering. In 1875 the military training was discontinued, but Colonel Thompson remained as professor of civil engineering. An effort at this time to secure the construction of a gymnasium proved unsuccessful.

For some time the University had felt the need of a Medical Department, but because the University was in a small town it was deemed inadvisable to establish a department at Bloomington. In 1871 an arrangement was made with the Indiana Medical College by which that school became the

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Medical Department of Indiana University; and for a few years it was recognized in the annual catalogues as a part of the University. The connection, however, was not close, and in 1877 it was completely severed.

Commissioned  
high school  
system begun  
(1873).

Of scarcely less importance than the admission of women to the University was the attempt made in 1873 to establish a more intimate connection between the University and the High Schools of the State. The framers of the first Constitution had as their ideal a system of education extending from the graded schools to the University; this had been only partially realized. There existed a hiatus between the common schools and the University, because of the narrow field of the Preparatory Department and the small number of High Schools that were capable of doing work of a high grade, especially in Greek. In 1873 the State Board of Education and a convention of school superintendents and teachers recommended to the Board of Trustees that an increased amount of mathematics and science be accepted as an equivalent for the Greek required for admission, and that the High Schools prepare students for admission to the University. The Board acceded to this request, fixed the minimum standard for admission, and agreed to admit to the University, without further examination, all applicants bearing certificates of a satisfactory examination in the required subjects from certain High Schools, to be thereafter designated by the State Board of Education. As soon as the arrangement went into effect, twenty-one High Schools were chosen and commissioned by the State Board of Education to prepare students for admission to the Freshman class. While the number of commissioned High Schools did not increase very rapidly, a standard was set to which the better High Schools tried to conform. It was not until the presidency of Dr. David Starr Jordan that the importance of this relation was fully appreciated and the unification made more perfect.

During this period the Faculty was enlarged, and there were several changes in its personnel. The most notable of these was the appointment in 1863 of Colonel Richard Owen as professor of natural philosophy and chemistry. In 1864 he was transferred to the chair of physics and chemistry, and in 1868 to the professorship of natural science and chemistry.

This increase in the number of instructors, and the growth in the attendance, reaching 182 in 1869, caused a demand for better equipment and

## Historical Sketch

accommodations. From the beginning of the annual appropriations by the State in 1867, considerable sums of money were spent upon apparatus and materials for use in the departments of physics, chemistry and natural science. In 1870 the extensive cabinet of the distinguished geologist, David Dale Owen, of New Harmony, was purchased by the University. In order to utilize this valuable collection advantageously and to afford adequate accommodations for the library, the law school and the scientific departments, it was determined to erect a new building, which was completed in 1874.

After fifteen years' service, Dr. Nutt resigned June 30, 1875. During his administration many important changes were made, but in most cases they originated with, and their details were worked out by, the Board of Trustees.

In September, 1875, Dr. Lemuel Moss, who had a few months before resigned the presidency of the old Chicago University, was elected President, and at once assumed, under favorable auspices, the duties of the office.

Presidency of  
Dr. Lemuel Moss  
(1875-84).

In the next year the relation between the Indiana Medical College and the University was terminated, and in 1877 the Law School was discontinued after an honorable existence of thirty-five years. Inasmuch as tuition was free, according to a ruling of the Board, the funds of the University did not justify so large an expenditure of money as was needed to maintain these schools with high standards.

The administration of Dr. Moss saw a further expansion of the college course. The course leading to the degree of Bachelor of Science had existed as early as 1854; in 1867 this course was enlarged. In 1878 an additional course leading to the degree of Bachelor of Letters was introduced, which permitted the substitution of French or German in place of the Greek in the classical course.

Another innovation of this period was the introduction of courses of special lectures given by the most eminent scholars in science and letters. Among these special lecturers were Professor George F. Barker, M.D., LL.D., of the University of Pennsylvania; President James B. Angell of the University of Michigan; Richard A. Proctor, B.A., of Cambridge, England; and Professor William T. Harris, LL.D., now Commissioner of Education, Washington, D. C.

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The people of the State showed their increasing confidence in the University by the provision made in 1883 for the first permanent endowment of the institution out of State funds. For this purpose the Legislature in 1883 authorized an annual levy of a tax of five mills on each one hundred dollars' worth of taxable property in the State, to be continued for thirteen years. From the operation of this law there was realized a fund of \$358,333, the interest on which amounts to \$21,500 annually.

In the summer of 1883 the University again suffered a severe loss from fire. Science Hall, with practically all of its contents—the library of 13,000 volumes, the apparatus of the physical and chemical departments, the museum, and the private collections of Dr. David Starr Jordan, then professor of biology—was totally destroyed. The calamity at first seemed overwhelming. But the President, the Faculty, the Board of Trustees, and the loyal friends of the University turned their faces resolutely towards the future. It was a crisis of great import. The momentous question was whether the University should be continued on the old site, with its narrow limits and the annoyances from the noise of the railroad, or whether a new site should be selected which would afford relief from the existing vexations and give wide opportunity for future growth. After careful deliberation the Board of Trustees determined upon removal, and a beautiful tract of land known as Dunn's woods, lying on the east edge of the town, was purchased. With \$20,000 insurance money, and the liberal donation of \$50,000 from Monroe County, the erection of buildings was begun in April, 1884, the cornerstone being laid June 10th in that year.

Until the new buildings were ready for occupation, the regular work of the University was continued in the one building still remaining on the old site. Notwithstanding the difficulties occasioned by the cramped quarters and the inadequate equipment of the library and the laboratories, the students were enthusiastic and patient, and the attendance in the Collegiate Department during the first year after the fire was only 24 less than that of the previous year, and in the second year but 10 less; while in the next year it was even 35 more than in the last year preceding the fire.

On November 8, 1884, the resignation of Dr. Moss was announced. Rev. Elisha Ballantine, formerly professor of Greek, was made temporary president, serving until January 1, 1885. Dr. Moss was a man of great

Removal of the  
University to a  
new site (1885).



## Historical Sketch

intellect and power, and an eloquent preacher. As a teacher he made a deep impression upon his students. While the University made progress under his administration, it was still essentially a college with the old ideals and methods.

The usefulness of the old forms and methods should not, however, be misunderstood. That the range of subjects was restricted, that the equipment of laboratories was meager, that the opportunities for investigation were lacking, must be admitted. But it must not be inferred that the efforts at this time were fruitless. In spite of all difficulties the young men and women who were graduated during the days of the College acquired a discipline and a culture which made it possible for them to enter upon careers crowned with success and honor. In some part, at least, the want of a variety of courses was compensated for by the close and often intimate relation between the student and the teacher. The contact with such men as Professors Wylie, Owen, Ballantine and Kirkwood was a liberalizing and inspiring influence which wrought in the minds and hearts of the youth subtle and abiding changes.

Nevertheless it must be admitted that Indiana University had not kept pace with the younger universities of neighboring States. There was needed an infusion of new and vigorous blood—a rejuvenation which would put the institution in touch with the modern movement in higher education—a need fully supplied in the administration next following, that of David Starr Jordan.

On January 1, 1885, Dr. David Starr Jordan, professor of biology in the University, entered upon his duties as President, in succession to Dr. Moss. His administration was the beginning of a new epoch in the history of the University, in which it was raised to the level of other State Universities and to an honorable rank among the leading institutions of the country. The chief means by which this was accomplished was the “reorganization of the curriculum to the form in which it now stands, a form which harmonizes individuality with thorough work, and secures an education at once broad and of specific content.”

Dr. Jordan’s conception of a university is stated clearly in his own words: “The highest function of the real university is that of instruction by investigation. The essential quality of the university is the presence

Presidency of  
Dr. David  
Starr Jordan  
(1885-91).





OWEN HALL (ERECTED 1884)

One of the first two buildings erected on the new college campus.

## Historical Sketch

in its Faculty of men qualified to do university work. It matters not how many or how few the subjects taught, or what may be the material equipment of the teacher, the school in which study and investigation go hand in hand is in its degree a university." It was this ideal which determined the course of his entire policy in the modification of the curriculum and in the selection of his staff of instructors. It was his plan to choose as professors young men fresh from the best schools where opportunities for graduate work of the best type were offered. He believed that these men, imbued with the spirit of investigation, would instil into their own students the desire for research work. His expectations were amply realized.

Many changes in the personnel of the Faculty were made during his administration. This was due in part to the fact that as the success of the young teachers became known they were called to more responsible and more lucrative positions elsewhere. But their places here were in turn filled by men of the same stamp.

Second in importance only to the reorganization of the curriculum was the service of Dr. Jordan in articulating more closely the University and the High Schools of the State, and in popularizing the University without lowering its standard. In the belief that the High Schools had attained such a position that they could offer the secondary instruction necessary for admission to the University, the Preparatory Department was abolished in 1890. The number of commissioned High Schools was increased rapidly, and the quality of their instruction was improved. In this way the influence of Dr. Jordan touched not only the University but the High Schools and even the common schools of the State.

The Preparatory  
Department  
abolished (1890)

In 1885 the buildings on the new campus—Owen Hall, Wylie Hall and a frame chapel building now called Mitchell Hall—were ready for occupation. In 1890 was erected the present Maxwell Hall, used for the library and the administration offices. Under Dr. Jordan's care the equipment of the chemical, physical and zoölogical laboratories was increased in quantity and improved in quality.

In 1889, after a discontinuance of thirteen years, the Indiana University School of Law was re-established with Judge David Demaree Banta as Dean. Since that time it has made continuous progress by increasing the requirements for admission and by extending the length of the course to three years.

The School of  
Law revived  
(1889).





WYLIE HALL (ERECTED 1884)

Partially destroyed by fire, 1900; rebuilt with additional story, 1900.

## Historical Sketch

In 1891 an important change was made in the method of selecting part of the Board of Trustees. Three members since that time have been elected by the alumni of the University residing in Indiana. Each member serves for a term of three years; one retiring annually. This arrangement has proved to be quite satisfactory and assists in keeping alive the interest of the alumni in their alma mater.

In 1891 Dr. Jordan resigned to take the presidency of a new university planned by Senator Leland Stanford at Palo Alto, California. His loss to Indiana University was a severe blow. As a teacher Dr. Jordan was thorough and inspiring. His success in arousing in young men a thirst for knowledge obtained by original investigation is shown by the long list of his students who have achieved scientific distinction. As an executive he was original and positive in his convictions; to many, his advanced conceptions seemed radical. But he comprehended as no one else did at the time, the future possibilities of Indiana University; and time has only confirmed the wisdom and saneness of his views. It is not extravagant to say that the present position and tendency of the University are due to the influence of Dr. Jordan more than to that of any other one man.

The immediate successor of Dr. Jordan was John Merle Coulter, professor of botany at Wabash College, whose doctorate of philosophy was conferred by Indiana University in 1884. Imbued with the same spirit, President Coulter continued Dr. Jordan's policy; his presidency was too short for him to work out any individual policy of his own. With diplomatic skill he harmonized some differences which had arisen within the Faculty. His influence tended to allay an unwarranted alarm in some quarters lest the spirit of scientific inquiry at the University might have a detrimental effect on the religious belief of the young people. It was in the first year of his administration that a branch of the Young Men's Christian Association was established in the University, superseding an older, less defined organization composed of men and women students known as the Christian Association. In this movement Dr. Coulter took an active interest, not only in the local branch but in the State Association as well. In 1893 Dr. Coulter resigned to take the presidency of Lake Forest University, and shortly after (1896) accepted the professorship of botany in the University of Chicago.

Presidency of  
Dr. John M. Coulter (1891-93).





KIRKWOOD HALL (ERECTED 1894)



## Historical Sketch

Dr. Joseph Swain, who succeeded Dr. Coulter in 1893, was the second President of the University who had completed within its walls his undergraduate course. He entered the University in the same year (1879) in which Dr. Jordan began his work as professor of biology, and soon came under his influence. After graduating in 1883, he held an instructorship at the University in mathematics and zoölogy for two years, and in 1885 received the degree of Master of Science. The following year he studied mathematics and astronomy at Edinburgh University, Scotland, and in 1886 he returned to his alma mater as professor of mathematics. Dr. Jordan was so impressed with the soundness of his opinions and the wisdom of his advice that he chose him among the first of the members of the new faculty of Stanford University in 1891 and made him professor of mathematics. During the period of organizing that institution he was one of the most confidential advisers of President Jordan. In this close association he acquired an intimate knowledge of the details of university administration, and upon the resignation of President Coulter in 1893, Professor Swain was elected President of Indiana University.

Presidency of  
Dr. Joseph Swain  
(1893-1902).

Dr. Swain's educational policy was along the lines marked out by President Jordan. New courses were added to the curriculum and other men of the same type as the old were added to the corps of instructors. There was a leveling up of the departments—especially those dealing with the humanities, which to some seemed in danger of being overshadowed by the rapid development of the scientific departments.

The maintenance of old standards and the realization of new ideals increased expenditures. In the field of university finance President Swain rendered preëminent service to the University and the cause of higher education in Indiana. In addition to special appropriations for the erection of three new buildings—Kirkwood Hall, a larger heating plant, and Science Hall—the Legislature, largely through his influence, was induced to provide a more permanent financial support for the University. In 1895 an act was passed imposing an annual tax equivalent to one-fifteenth of a mill upon each dollar of taxable property within the State for the use of the University—a rate subsequently raised (in 1903) to one-tenth of a mill. The increased revenue was expended with strict economy. The growth of the institution in



SCIENCE HALL (ERECTED 1902)

## Historical Sketch

the estimation of the public is attested by the rapid increase in the attendance, which rose in this period from 638 in 1894, to 1,285 in 1902.

In 1900 a step was taken which has made the University more fully than ever before a school for the people. Although tuition was free, it had long been customary to charge a small fee of five dollars per term for contingent purposes. At the November meeting of the Board of Trustees in 1900, all contingent fees, excepting those in the School of Law, were abolished from and after January 1, 1901. This however did not do away with "reasonable

Abolition of  
Contingent Fees  
(1900).



MEN'S GYMNASIUM (ERECTED 1896)

charges for the use of the gymnasium, library, and equipment and supplies for the laboratories."

Equally with President Coulter, Dr. Swain encouraged the work of the Young Men's and Young Women's Christian Associations and was largely instrumental in making the organizations here the leading branches of the college associations in Indiana. Mainly through the interest and energy of



## Indiana University

his wife, Mrs. Frances Morgan Swain, there was raised from students, alumni, and friends of the University, in the last years of President Swain's administration, a sum which, with an equal amount given by Mr. John D. Rockefeller, secures the erection of a Students' Building to cost approximately \$100,000. The building, which is now in process of construction, will contain the women's gymnasium, rooms for the Young Men's and Young Women's Christian Associations, and a small auditorium; and it will become a center for the student life of the University.

In 1902 Dr. Swain resigned to accept the presidency of Swarthmore College, Swarthmore, Pennsylvania, in response to an urgent call from those of his own faith—the Society of Friends. His most distinctive services to the University were in enriching its material resources and equipment, in defending it against unreasonable attacks, and in perfecting its organization.

Presidency of  
Dr. William  
Lowe Bryan,  
from 1902.

Dr. William Lowe Bryan, who is now President of the University, was graduated from Indiana University in 1884; he was instructor in Greek in the University from January to June in 1885, and associate professor of philosophy from 1885 to 1887. During the year 1886-87 he was a student at the University of Berlin; and during the year 1891-92, he studied at Clark University, from which institution he received the degree of Doctor of Philosophy in 1892. From 1887 until his election to the presidency in 1902, he was professor of philosophy in the University. As Vice-President, under Dr. Swain, he was closely associated with the administration of the University; and, because of his peculiar fitness on account of natural ability, temperament and special training, the Board of Trustees, the Faculty, the students, the alumni and all other friends of the University, with unanimity turned to him as the logical successor to the presidency. His formal installation took place in connection with the celebration of Foundation Day, January 20, 1903—a celebration made doubly memorable by the dedication at the same time of the new Science Hall.

In the two years of the present administration, the prosperity of the University has continued unimpaired, and it is believed that the efficiency and usefulness of the institution are at as high a level of excellence as ever before in its history. President Bryan has expressed one of the chief objects of his administration, as follows:



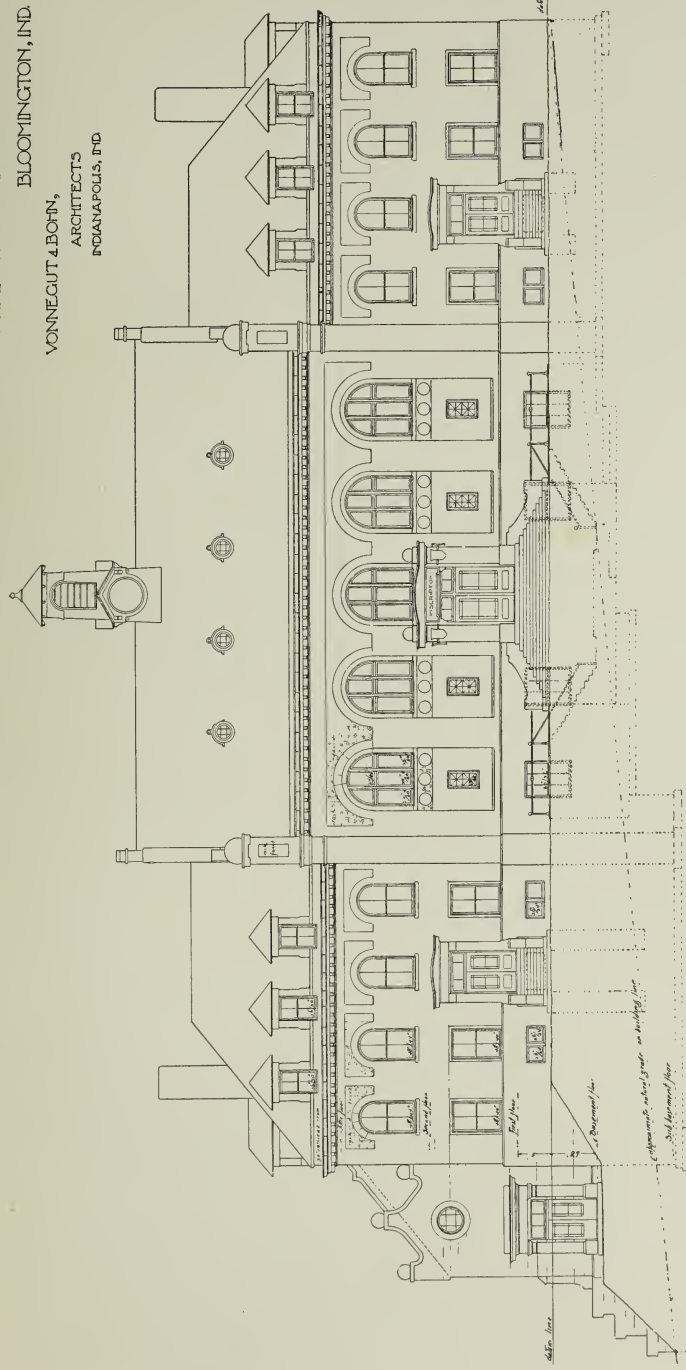
# STUDENTS' BUILDING-

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SOUTH FRONT ELEVATION

## INDIANA UNIVERSITY STUDENTS' BUILDING

This building, the funds for which were provided by contributions from alumni students and friends of the University, with an equal donation from Mr. John D. Rockefeller, is now in process of erection. The central entrance, in the plan above, leads to a small auditorium to be used for public lectures and other University entertainments.

The left wing will be used by women students. It will contain plunge and shower baths in the basement; parlors, rest rooms, and women's gymnasium on the first floor; and offices, club rooms, and the rooms of the Young Women's Christian Association on the floor above.

The right wing is for the use of men students. In the basement will be baths, lockers, etc.; on the first floor will be parlors; and on the second floor will be club rooms for men, offices of the Young Men's Christian Association, etc. The space in the third story, in both wings, has not as yet been assigned.

## Historical Sketch

"For eighteen years the chief feature of our curriculum has been the major subject. The major subject has meant some one department of learning—chemistry, Greek, or the like—in which the candidate for graduation spends one third or one fourth of all his time and in which he has therefore a chance to gain the beginnings of mastery.

"Now I believe in vastly widening the meaning of the major subject. It has meant as I have said a department of *learning*. I wish to see it mean also any group of subjects leading to a learned occupation. I wish to see men given the degree of A.B. in law, medicine, architecture, commerce, journalism or any such profession. Second, I wish to see the major subject mean also any group of subjects leading to one of the fine arts. Our whole system of education is one-sided through the almost total neglect of the arts. I hope soon to see the time when all the great arts will be adequately represented in that free public school system which rises 'in regular gradation from the township schools to the State University.'

"Toward the accomplishment of these ideals, there has been no rash or sweeping change but, as the official announcements of the University show in detail, a rapid and substantial progress."

Summary: the University and the people.

In reviewing the history of the four-score years of the institution, many vicissitudes are noted. "During the first generation of its history the Indiana University endured a continuous struggle. It had to contend against the reluctance of the State to give to it a vigorous and liberal financial support; its lands were unfortunately, or unwisely, managed, and by their too early sale it never realized from its land endowment an income of more than \$8,000; it was troubled by uncertainty and confusion and subsequent litigation concerning this endowment; it was hampered (in the early history of the State) by the antagonisms of religious sects, whose adverse influence was seen sometimes in the management of the institution, but more often in unkind and uncalled for opposition to its management and interests; it suffered two disasters by fire; it had to resist an unreasonable, but common, feeling of suspicion, among many of the masses, toward higher education by the State;—all these causes, with some minor ones, have operated to make the growth of the University slow and difficult."<sup>1</sup>

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<sup>1</sup> Woodburn, *Higher Education in Indiana*, p. 84.

## Indiana University

As the material resources of the State have been developed; as the people have acquired that competency which brings leisure and opportunity for culture and refinement; as men have become more tolerant in their religious beliefs; as the conviction has grown wider and deeper that trained leaders are indispensable in a democracy, the State has become more generous in its support of higher education and made it possible to carry out the ideals of the founders of the University and to accomplish its real functions as conceived by its recent presidents. It bids fair to do its full share in the education of the youth and in the endeavor to attain the ideal democracy. The spirit of its administration is set forth in these words, from President Bryan's inaugural address:

"What the people need and demand is that their children shall have a chance—as good a chance as any other children in the world—to make the most of themselves, to rise in any and every occupation, including those occupations which require the most thorough training. What the people want is open paths from every corner of the State, through the schools, to the highest and best things which men can achieve. To make such paths, to make them open to the poorest and lead to the highest, is the mission of democracy."



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